

The Rhode Island Model • Teacher Evaluation and Support System

A Comparison of the Edition I and Edition II Professional Practice Rubrics

The Teacher Professional Practice Rubric in Edition II of the Rhode Island Model captures most of the competencies from the original Teacher Professional Practice Rubric in Edition I. The following table illustrates the alignment between the two rubrics:

Edition II Professional Practice Rubric	Edition I Professional Practice Rubric
DOMAIN 2: CLASSROOM ENVIRONMENT	
2a. Creating an Environment of Respect and Rapport <i>(teacher interactions with students; student interactions with other students)</i>	3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks
2b. Establishing a Culture for Learning <i>(importance of the content of learning; expectations for learning and achievement, student pride in work)</i>	3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning
2c. Managing Classroom Procedures <i>(management of instructional groups; management of transitions; management of materials and supplies; performance of non-instructional duties)</i>	3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials
2d. Managing Student Behavior <i>(expectations, monitoring of student behavior; response to student misbehavior)</i>	3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior
DOMAIN 3: INSTRUCTION	
3a. Communicating with Students <i>(expectations for learning; directions and procedures; explanations of content; use of oral and written language)</i>	2G. Uses and models effective communication 2A. Demonstrates a deep understanding of discipline/content 2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives 2C. Makes cross-content connections and creates interdisciplinary learning experiences
3b. Using Questioning/prompts and Discussion Techniques <i>(quality of questions/prompts; discussion techniques; student participation)</i>	2B. Uses questioning techniques that encourage critical thinking and problem solving
3c. Engaging Students in Learning <i>(activities and assignments; grouping of students; instructional materials and resources, Structure and pacing)</i>	2E. Uses multiple teaching and learning strategies to engage students 2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs
3d. Using Assessment in Instruction <i>(assessment criteria; monitoring of student learning; feedback to students; student self-assessment and monitoring of progress; lesson adjustment)</i>	2F. Frequently checks for and responds to student understanding during instruction 2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives 4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans 4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning 4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop

The competencies from Edition I of the Teacher Professional Practice Rubric that are *not* captured in the Edition II Rubric are now captured in the Edition II Teacher Professional Foundations Rubric. The following table illustrates the alignment of the remaining competencies from Edition I of the Teacher Professional Practice Rubric and the Edition II Teacher Professional Foundations Rubric:

Edition II Professional Foundations Rubric	Edition I Professional Practice Rubric
DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	
PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress <i>(importance of the content of learning, expectations for learning and achievement, student pride in work)</i>	4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues 4E. Maintains useful records of student work and performance and communicates student progress responsibly
DOMAIN 3: PLANNING	
PF 7: Plans effectively based on accurate knowledge of how children learn and develop <i>(lesson and unit plans; classroom materials and learning activities; assessments)</i>	1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles 1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum 1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts 1D. Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication
PF 8: Uses data appropriately to plan instruction for a diverse group of learners <i>(lesson and unit plans; classroom materials and learning activities; assessments)</i>	